

Sample Digital Learning Scenarios

Sample 1 Year 8 History: Cross Class 'Medieval Times' Project

Key Understanding

That civilizations rise and fall for a variety of complex reasons.

Essential Questions

What leads to a civilization rising?

What leads to a civilization falling?

What impact does that have on the daily lives of people?

What Students will Know

- That both Medieval Muslim and English societies emerged from the Roman Empire.
- That these different societies took different paths and developed in different ways.
- The causes of the divergence.

Students will be able to:

- 'Unpack' the task: identify key questions and focus areas.
- Find relevant information from a variety of sources.
- Make judgments about the reliability of information: evaluate sources in terms of content, purpose, origin and context.
- Use the information to make effective notes.
- Collaborate effectively in a team, in real and virtual environments.
- Present information in a variety of digital formats.
- Participate in online peer collaboration, support and assessment.

Activities

Activity 1

Create a **virtual exhibition** for young adults which enables viewers to understand Medieval Muslim or English society and the factors which influenced the development of that society.

Platform: Wiki
Groups create virtual exhibitions on group pages.

Key Criteria

- Exploration Medieval Muslim or English society.
- Identify the factors which influenced the development of Medieval Muslim or English society.
- Use of accurate and useful information.
- Present information in appropriate digital formats.**
- Effective teamwork and collaboration in real and virtual environments.**

Digital formats include:
images, audio and video.
Virtual collaboration through chat, email, discussion forum.

Activity 2

Compare and contrast Medieval Muslim and Medieval English societies, the factors which influenced the development of those societies, and reflect on where you would prefer to live.

Key Criteria

- Compare and contrast Medieval Muslim and Medieval English society.
- Identify the differences between the factors which influenced the development of Medieval Muslim or English society.
- Discuss differences between Medieval Muslim and English societies in an **online discussion forum**.
- Effective **participation in an online discussion forum**.

Discussion forum on Wiki

Activity 3

Use digital media to complete the thinking routine, 'I used to think, now I think', to demonstrate the Key Understanding: That civilizations rise and fall for a variety of complex reasons.

Digital media eg: podcast, mindmap, digital story, video, Glogster online poster, Voicethread.

Sample Digital Learning Scenarios

Sample 2 Year 7 Science: The Plant Kingdom and Dichotomous Key Field Work

Outcomes	Activity	Digital Tools	Timing
<ol style="list-style-type: none"> 1. Use a dichotomous key to classify a variety of plants. 2. Complete a mini-field trip where instructions are delivered via a podcast. 3. Work effectively in groups to complete the mini-field trip. 	<p>Lesson 1</p> <ol style="list-style-type: none"> 1. Students allocated into groups of 3 – 4. 2. Groups to allocate responsibilities amongst themselves and record who does what job: scribe, photographer, plant handler, time manager etc. 3. Dichotomous key distributed and Podcast instructions are downloaded to iPods. 4. Students follow the path given on the narration. At each 'station' they use the dichotomous key to find the plant described and take a photo. 5. Continue until all specimens are photographed. <p>Lesson 2</p> <ol style="list-style-type: none"> 1. Use photos taken during the fieldwork and bubblus to construct a word key for 2 plants. Students work in groups to discuss the content of their word key and produce an individual copy on bubblus. 2. Combine flowchart and photos into a visual classification key for the two selected plants. 	<p>iPods Digital Cameras bubblus http://www.bubbl.us</p>	<p>2 60min lessons</p>

Sample 3 Year 9 Australian History: WWI Propaganda Interactive Timeline

Outcomes	Activity	Digital Tools	Timing
<ol style="list-style-type: none"> 1. Create an interactive timeline that explores key events during WWI and the evolution of propaganda during the war. 2. Describe each key event and analyse what the related images depict about the event. 3. Select and analyse propaganda images. 	<p>Create a dynamic web-based timeline that explores key events during WWI and the evolution propaganda during the course of WWI.</p> <p>The timeline includes images and comments: Key event:</p> <ul style="list-style-type: none"> • Research and select images that depict five key events of WWI. • Plot each event on an online interactive timeline. • For each event, write a short paragraph explaining what the event is and analyse how the image relates to it – what it's depicting about the event. 	<p>www.timeglider.com</p>	<p>1 lesson at school and time at home</p>

Sample Digital Learning Scenarios

Sample 4 Year 9 English: Context Study [Online Activities]

Introductory Activity: Expectations & Reflection
[Individual and Participatory Work]

Activity	Outcomes	Digital Tools	Assessment
Overview Students create a short movie that explores their expectations for the new Yr 9 English course. The movies and a brief comment are posted on the Discussion Forum for their Learning Group to view and comment on.	Create: Digital media movie. Write: Discussion forum reflection. Participate: Discussion forum comments.	Animoto: www.animoto.com	Peer review

Activity: Exploring text types, audience and purpose.
[Individual and Participatory Work]

Activity	Outcomes	Digital Tools	Assessment
Overview Explore how authors and creators of digital texts take audience and purpose into consideration when they craft texts. Guidelines 1. Search for and select 3 examples of digital advertisements: – image – multimodal media piece – video 2. Create a short podcast or vodcast 'annotation' that explains the advertisements' target audience, intended purpose and persuasive devices. 3. Write a blog post that analyses and compares the three advertisements. (Min 500 words.)	Investigate and select appropriate information: Find appropriate and varied representations on the web. Analyse: Annotate digital media showing how each one communicates its message. Create: Podcast or vodcast annotations. Write: Blog post that analyses and compares the three pieces and demonstrates an understanding of the different ways each piece communicates its message. Share: Students may choose to share their blog posts with their peers. Collaborate: Students may choose to enable comments from other students on their blog post.	Blog Podcasting Vodcast	Grade

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Activity: Digital Media Response – Understanding Purpose and Audience

Activity	Outcomes	Digital Tools	Assessment
<p>Overview</p> <p>Create a digital presentation that aims to persuade your peers to support a position on an issue that incorporates various digital media.</p> <p>The presentation should demonstrate an understanding of audience and purpose and include a Statement of Intention.</p>	<p>Create: A digital media presentation using web-based tools and post it on your blog.</p> <p>Share: Students share their blog entries with their Learning Team.</p> <p>Collaborate: Students comment on each other's blog entries.</p>	<p>Blog</p> <p>Choose one of the following to create the digital presentation:</p> <p>Glogster http://www.glogster.com/</p> <p>Letterpop http://www.letterpop.com/</p> <p>A tool of the student's choosing in consultation with their teacher.</p>	<p>Peer review and Grade</p>

Sample 5 Learning with Social Media: Years 8 – 9 Wider Reading Learning Network Project

Overview

Using socially networked environments for authentic learning is an emerging field in education. What is being recognised is the increasing importance for educators to explore how to educate teens to navigate and participate in networked spaces because they will be faced with them in further education, their professional and personal lives. Therefore, this project has a broader educational value because how youth engage with social network sites today provides them with long-lasting insights into identity formation, peer-to-peer sociality, navigating diverse learning environments, and digital ethics and safety.

In 2009, *Sample School* will explore the use of social networking, and digital media to extend and develop learning. This initiative will be developed through an English Faculty pilot, and use the social network platform, Ning, to create a participatory learning network for Year 8 and 9 students.

It is envisaged that this pilot project will provide a model for the development of other projects that utilise social networks for learning in various contexts across the school.

Project Outcomes

- Create a participatory learning network that extends interaction, communication and collaboration.
- Explore how social networks and digital media can amplifying youth voices and participation.
- Develop a learning landscape that responds broadly to the needs of learners and presents them with a more diverse range of choices, both in the way content is presented, created and assessed.
- Promote a real sense of inquiry in students through virtual connections.
- Utilise social networking features to develop new learning experiences, and place the learner at the centre of knowledge creation and exchange.
- Develop digital literacy, critical thinking and 21st century learning skills.
- Support learning that takes place beyond the classroom walls and the school campus.